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ABSTRACT

An inservice teacher education program is described, the objective of the course being to teach users to design curricula in such a way that individualized instruction can be efficiently and effectively achieved. The structured-curriculum model is presented and is the basis of the approach. Inservice topics specifically focus on skill building in the areas of selecting instructional goals, specifying instructional methods, and writing individualized tests and materials. Information is provided on program purposes, content, activities, resources, and history of development. A critique and ordering information are also included. (DS)

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ED166152

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Title: DESIGN AND DEVELOPMENT OF CURRICULAR MATERIALS

Publication Date(s): Copyright, 1976

Intended Users: Preservice and inservice teachers, school administrators, training supervisors, curriculum specialists and members of curriculum teams, and all who are interested in designing individualized curriculum materials

Grade Level(s): Elementary, middle, secondary school

Number: Individual or group

Primary Focus: The course intends to teach users to design curricula in such a way that individualized instruction can be efficiently and effectively achieved. The structured-curriculum model is presented and is the basis of this approach.

School subject(s) and/or inservice topic(s) covered:

Inservice topics covered in this module are approaches to curriculum design, specifically the structured-curriculum model, and skill building in the areas of selecting instructional goals, specifying instructional methods and writing individualized tests and materials.

What participant does in using the materials:

The participant reads the rationale and objectives and prerequisites for each of 12 units, then reads the study guide, does the tasks outlined in the unit, and takes the posttests in each unit. The participant also develops curricular material which is reviewed by a curriculum expert.

Resources:

The product consists of two volumes: 1) Design and Development of Curricular Materials, Volume 1, and 2) Design and Development of Curricular Materials, Volume 2. The first of these is a self-instructional text, the second consists of instructional design articles. In addition, four paperback books are recommended for use with the course materials. If the course is implemented in a group, an instructor will be needed, and time and space for group meetings must be arranged.

Describer critique:

This product is written in a highly professional manner. The handy paperback books are convenient and compact. The fact that each unit contains a rationale, objectives, study guides, tasks, posttest, reference, and bibliographies enhances the product. It seems to be highly adaptable to all disciplines and can be used both in and out of the classroom--although a great deal of self-motivation is needed.

SP013771

II54 curriculum methodology; performance objectives; (ASG) criterion referenced tests; (TS) educational technology TD

1.0 PURPOSES:

This project was funded by the National Institute of Education and "was designed to relieve a shortage of personnel trained in the specialized procedures used by research and development centers to design and develop individualized curricula."

According to NIE, "This is a self-instructional course in individualized curriculum design. It is intended to teach the methods and techniques of designing and implementing individualized curricula for individuals who will hold major positions in curriculum development in a variety of professional settings. This curriculum design course is based on the Process Individualization Curriculum model developed at the Learning Research and Development Center."

The goals of the product are to train the user to:

1. select instructional goals;

2. specify appropriate instructional methods, media strategies, and classroom environment;

3. write tests based on a given curriculum hierarchy; and

4. write individualized instructional materials.

2.0 CONTENT — Scope and Sequencing of Topics:

The product components are the two volumes, Design and Development of Curricular Materials. Volume 1 is the self-instruction text and Volume 2 consists of instructional design articles.

Volume 1 - Content

Background to Instructional Design

	Introduction	4 pages
1.	Goals of Education	34 pages
2.	Psychological Bases of Instruction	55 pages
3.	The Subject Matter	106 pages
4.	The Skills	58 pages
5.	The Instruction	130 pages
6.	Evaluation	112 pages
7.	School Administration and Inservice Training	38 pages
	Applied Instruction Design	
8.	Design Procedures	71 pages
9.	The Objectives	52 pages
10.	Criterion-Referenced Test Construction	71 pages
11.	Lesson Writing	53 pages
12.	Management System Design	87 pages
	Glossary	4 pages
	Instructor's Manual	62 pages

Volume 2 - Content

The articles in Volume 2 are divided under the following headings:

1. Background to Instructional Design
2. Theoretical Rationale for Instructional Design
3. Applied Instructional Design

Four paperback books are recommended as part of the course:

1. Benjamin S. Bloom, Editor, Taxonomy of Educational Objectives, Handbook I: Cognitive Domain, 1956, 207 pages.
2. David R. Krathworhl, Benjamin S. Bloom, and Bertram B. Masis, Taxonomy of Educational Objectives, Handbook II: Affective Domain, 1964, 196 pages.
3. M. David Merrill, Instructional Design, Readings, 1971, 393 pages.
4. Robert F. Mager, Preparing Instructional Objectives, 1962, 60 pages.

Participants who pass the pretest may wish to omit certain units, but generally the material is intended to be used sequentially.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main *inservice* activities:

Each unit is designed to be self-instructional. The student reads the rationale for each unit, the terminal objectives, and the prerequisite objectives. The developer notes that, "each unit contains one or more study guides. The first item in each study guide is the list of objectives for this section of the unit. Following these objectives are two columns: one, of the student's tasks; and the other, of the sources for these tasks, coded to the objectives." The three types of sources are: 1) the overviews contained in the unit itself, 2) the articles in the second volume of this product, and 3) additional readings. Each unit has a posttest. The curricular material developed by the students must be reviewed by a curriculum expert whether the course is self-administered or self-instructional.

3.2 Help given in use of product:

A 62-page Instructor's Manual is provided with the product.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

Pretests are included in the Instructor's Manual (which was made available in the fall of 1977). The pretest is also used as a posttest. In addition, each unit has a posttest which consists of "either an objective test with answers or criteria given in the answer key, or . . . a performance test which demands a product to be evaluated by the course instructor."

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

The course was set up originally to be self-taught. Therefore, the time needed for completion of the program will vary. The developer reports that "students at the University of Pittsburgh who study all the units usually complete the course during three trimesters."

An instructor is recommended, although the material is written in such a way as to lend itself to self teaching. In any case, a curriculum expert must be available to review the curricula material designed by the program participant.

Required materials are in the two volumes of Design and Development of Curricular Materials (see 5.3 for recommended books).

5.2 Distributor name/address:

University Center for International Studies
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260

Contact: (412) 624-4141

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
DESIGN AND DEVELOPMENT OF CURRICULAR MATERIALS 2 volumes	Total: $21.95 $19.95	no	1 set/participant	yes
Instructor's Manual	$2.00	no	one	yes
Recommended books:				
Taxonomy of Educational Objectives: Handbook I: Cognitive Domain 1956 David McKay Company, New York, New York	$2.95	no	one	yes
Taxonomy of Educational Objectives: Handbook II: Affective Domain 1965 David McKay Company	$2.95	no	one	yes
Preparing Instructional Objectives 1962 Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632	$5.95	no	one	yes
Instructional Design: Readings 1971 Fearon Publishers, Belmont, California	Out of Print			

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

The developer is identified as:

Dr. Doris I. Gow, Project Director
Learning Research and Development Center
University of Pittsburgh
3939 O'Hara Street
Pittsburgh, Pennsylvania 15260

(412) 624-4141

6.2 How developed and when:

The product was made possible through a grant from the National Institute of Education (NIE) in 1976.
Dr. Gow, the developer, and another teacher field tested the material at the University of Pittsburgh. Five students received their PhDs and became curriculum specialists--who work with professors in fields other than education--based on this material. The material is now used at the University of Pittsburgh with graduate students within and without the field of education.

6.3 Evidence of effectiveness with users:

NIE states that the material was field tested with 250 trainees, and according to NIE, "There were major gains in posttest scores of the field test students on the criterion-referenced measures. During the unit field test, assessments of attitudes of students who received the appropriate instructor feedback generally resulted in average to very good ratings on such items as 'subject matter relevancy to your own interests, instructional value of tests and exercises, and clarity of objectives'."

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This product addresses the need for increased skill on the part of teachers in understanding and developing individualized curriculum design. It appears to be adaptable to many users. According to NIE, not only teachers, but also school psychologists, administrators and librarians have taken the course and found it to be helpful. According to Dr. Gow, teachers of many disciplines are finding it to be a useful guide to teaching--indeed, full professors are impressed with the knowledge they have gained from the product.

The product is professionally written. The paperback books are convenient. The fact that each unit contains a rationale, objectives, study guides, tasks, post-tests and reference material enhances the product.

Content accuracy/social fairness/community acceptance issues:

The content seems to be accurate. There does not appear to be any racial or sexual bias (except for the use of he where the compound s/he might have been employed). The material can be adapted to any area or setting, and to a variety of users.

There does not appear to be any controversial content in the product material.

Overall summary/comment:

The product is very adaptable to both individualized self-instruction or to classroom use. However, one would have to be very well motivated to do the entire 12 units without much feedback. The Instructor's Manual, which was made available in the fall of 1977, notes that although it is possible to use the product alone, it is likely that more and more people will take the course in a group with a full-time instructor. The books recommended are fairly standard texts and are probably available in most libraries. One, however, is out of print and probably should be replaced by another appropriate resource.

Generally, this is a well written, professional product. It should be very helpful to teachers trying to increase their ability to individualize curriculum materials.